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| **St Columba’s RC Primary School Cupar**  School badge small  **Standards and Quality Report – summary of self-improvement through self-evaluation**  **Achieving Excellence and Equity** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | School – 235 pupils  Total 235 pupils | | | | | **FME** | 19.6% | | | | | **LAC** |  | | | | | **Attendance (%)** 96.15% | **Authorised** | 3.51% | **Unauthorised** | 0.35% | | **Exclusion (%)** | 0% | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £30,630 | | | |   **School Vision:**   * To engage the learning community to believe in themselves and achieve their very best   **School Values:**   * Nurture, Faith, Respect, Trust, Achieve & Inclusive   **School Aims**:   * Learners will be safe, happy and included * Learners will be supported and challenged * Learners will achieve success and develop their faith   **School Curriculum Rationale (As agreed with our school family 2021)**: |

**Improvement for Recovery Priority Work**

**Session 2020 - 2021**

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| **Delivery of Literacy, Numeracy & the BGE through Home Learning** | |
| **NIF Priority**  Improvement in attainment - Literacy and Numeracy  **Focused Priority**  Recovering our school community/ Enriching our home learning / blended learning approaches  **NIF Driver**  School Improvement  Parental Engagement | **HGIOS 4 Quality Indicators**  1.3-Leadership of change  2.5 – Family Learning  2.6-Transitions  3.1- Improving wellbeing, equality & inclusion  **Developing in Faith Theme 1**  Serving the Common Good – School shows commitment to communicate Catholic Social Teaching  **HGIOURS Theme 2**  Our learning & teaching This includes the curriculum, the quality of learning experiences, the range of teaching approaches and access to high-quality resources for learning. |
| ***Establishing with pupils, parents, staff and partners a shared vision of home learning / blended learning at St Columba’s Primary. Review current Home learning / blended learning plans***  **Progress:**  **Chosen Platform of Delivery**   * We agreed as a staff to use GLOW as our chosen online platform. We chose this form of delivery as the whole school family were familiar with it, we had a proven record of success using it, we had promoted its use via on line homework activities since August 2021 and we had planned to incorporate more of its capabilities including the TEAMS and assignment facilities. * All classes would have access to their updated SharePoint page. Primary 3 - 7 classes would have access to One Note and TEAMS.   **Delivery of Literacy, Numeracy & BGE**   * As a staff we agreed prior to the first lock down that we would provide a literacy, numeracy and BGE activity each day. Activities were differentiated by “chilli challenges”. We agreed that we would set one RMC lesson per week. Work uploaded by the class teacher prior to 9.00 am each day. * Staff used a variety of formats to compliment how they introduced tasks. Due to the unreliability of TEAMs staff uploaded a daily paper copy of activities. They also used the voice facility on Power Point, the voice facility on SMART Board, SWAYS, short videos to present their activities. Staff would produce their own short videos to facilitate understanding. * We encouraged parents / carers that pupils should complete 3 pieces of learning shared per day. * We set weekly activity grids for our pupils these included: Emotion Works, Fair Trade, Outdoor learning, World Book Day, Reading Challenge and Scotland. These were aimed at providing a fun alternative for families to engage with.   **Pupil Feedback**   * Regular Parent Council Meetings allowed parents / carers to feedback on the quality of remote learning. Parents / carers complimented the daily written feedback via emails staff were sending. They asked if the school could create a more “interactive feedback”, where staff could verbally comment on pupil work. Following CPD from Mr Derek Rolland, staff implemented this request, using recorded verbal / visual comments. Primary 4 – 7 staff held weekly live sessions with their pupils. P1-3 used animation apps. * Weekly TEAMs meetings with Primary 4- 7 allowed children to receive and give feedback on their learning * Pupils / parents & carers were given the opportunity to have a parents evening appointment during lockdown. * Pupil success(es) were promoted using St Columba’s TV. St Columba’s TV is a concept created prior to the last lock down. It is created using a series of SWAYs, to promote and celebrate pupil success and school news. * All staff have access to effective CPD to establish home learning / blended learning including CPD specifically around the use of Microsoft TEAMS | |
| ***Establishing with pupils, parents, staff and partners a shared vision of home learning / blended learning at St Columba’s Primary. Review current Home learning / blended learning plans***  **Impact:**   * Almost all children across the school accessed online learning * Almost all pupils responded to Home Learning survey through a FORMS. * All staff reacted to parents / carer feedback, following regular Parent Council meetings * All Parents /carers given the opportunity of a virtual parents’ consultation * All pupils were given home learning instructions and guidance on how to access home learning. * Most pupils engaged with online learning activities. * A few pupils were provided with home learning activity packs. The majority of these packs were completed by pupils. * A few pupils were given a laptop from the school. * Most pupils engaged with Sumdog * Most children engaged with St Columba’s home learning grids * A majority of children engaged with Active Maths. * Majority of pupils engaged with Teach a Monster to Read.   ***All staff have access to effective CPD to establish home learning / blended learning including CPD specifically around the use of Microsoft TEAMS***  **Impact:**   * CPD session with individuals have enhanced all staff understanding of the capabilities of ICT and its use for online learning. This has positively impacted pupils via staff keeping pupils engaged with a broader approach and offering to the lessons * All staff have improved **what?** thus creating opportunity to improve the lives of the pupils on their level * Almost all staff have improved their digital skills in order to provide accessible and engaging home learning experiences. | |
| **Next Steps:**  ***Establishing with pupils, parents, staff and partners a shared vision of home learning / blended learning at St Columba’s s Primary. Review current Home learning / blended learning plans***   * Continue to develop a good digital culture within the school where pupils access weekly online home activities * Increase the use of technology in learning by at least a collective 20% across all classes. * Sustain and build upon skills developed during periods of remote learning for both children and staff * Existing software and hardware are used to their full potential to support learning. * Look at the Value of Active Maths   ***All staff have access to effective CPD to establish home learning / blended learning including CPD specifically around the use of Microsoft TEAMS***   * Continue to use more online methods to access CPD to allow staff to have a greater confidence in using software and hardware in creative ways. * Regular digital Literacy development sessions * School planning to go online | |

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| **Improvement in children and young people’s health and wellbeing / Closing the attainment gap** | |
| **NIF Priority**  Improvement in children and young people’s health  and wellbeing / Closing the attainment gap  **Focused Priority:**  Promoting the Wellbeing of our school community  **NIF Driver**  School Improvement  Assessment of Children’s Progress | **HGIOS 4 Quality Indicators**  2.4 – Personalised Support  3.1-Improving wellbeing, equality & inclusion  **Developing in Faith Theme 1**  Developing as a Community of Faith and Learning – An inclusive ethos which aims to honour the life, dignity and voice of each person  **HGIOURS Theme 4**  Our health & wellbeing This includes access to good quality nutritious food as well as support for our emotional wellbeing, mental health and physical wellbeing. |
| **Progress:**  **Emotional Health – Kit Bag**  All classes have used digital kitbag in small or whole class groups, both in the school and digitally during lockdown  All staff received Kit bag CPD)  **Emotion Works**  All staff issued with an Emotion works folder / posters for class  All teachers created a base line of assessment for all pupils  Emotion works will be linked with our Visible Learning Dispositions through the creation of shared language of learning and regulation.  **Relationships Policy**  LF (SFL) implemented the 5 point scale with our current Relationship Ploicy,with the aim of all children using the 5 point scale as a whole school restorative approach, and linked this with the language of learning.  **Circles Pupil Profiling**  LF to use this across the school, to ensure a consistency in the following: environment, resources and the child’s needs. The effectiveness of this programme will be evaluated by EH (new SFL teacher).  **Pupil Profiling**  All staff have an excel document for the whole school identifying the needs of all pupils. Staff are able to use this to quickly identify the needs of the pupils in their care. | |
| **Impact:**  **Emotional Health – Kit Bag**   * Daily feelings check in was introduced to early years classes. All children benefited from this. * Kit bag has been used with a few individual pupils at the beginning of the year when struggling with transition period. This was led by PSA. * Most pupils are aware of some colours of cogs and can talk about their feelings and how to regulate them. * Minority of pupils still unable to regulate emotions – possible ASN which have not been identified yet?   **Emotion Works**   * Emotion works cogs used alongside picture books and Visible Learning superheroes to help with understanding feelings and actions etc. * Almost all pupils are aware of 4 colours of cogs on the Emotion Works programme and can relate this to their own experiences and feelings. Almost all pupils can relate these cogs to characters in storybooks. * Almost all pupils can identify their feelings and make sense of them. * Almost all pupils are comfortable to share their feelings when entering school in the mornings.   **Relationships Policy**   * Used 5 point scale with a few individual pupils where appropriate/necessary and when required. Used as a tool for communication with pupil, teacher and parents.   **Circles Pupil Profiling**   * Due to our SFL teacher leaving to join Bellbaxter in October, this wasn’t pursued further.   **Pupil Profiling**   * Pupil profiling has been informative in giving teachers an overview of pupils coming into the class. * Continue with learning support in class * Pupil Profiling was used to target support in classes identifying groups for intervention. All pupils who required support were identified and supported. All staff used profiles in the transition process | |
| **Next Steps:**   * In order to support the Covid-19 recovery plan, we should be using Seasons for Growth with targeted pupils to help support them. Trained staff will do an input on seasons for growth with all staff and share knowledge. Timetabled input from a seasons for growth trained person in each class * Continue with kitbag sessions as required. * Continue with 5 point scale as required/link in with Emotion works. * Continue with pupil profiling alongside the transition notes for individual pupils. * Staff training / discussion on use of Emotion Works and 5 point scale will be provided by EH. * Continue with small focus group kitbag sessions. * Continue with pupil profiling for transition. | |

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| **Learning, Teaching & Assessment/ Closing attainment gaps/ Increasing attainment** | | |
| **NIF Priority**  Learning, Teaching & Assessment/ Closing attainment gaps/ Increasing attainment  **NIF Driver**  School Leadership  School Improvement | **HGIOS 4 Quality Indicators**  1.3 Leadership of change  2.2 curriculum  2.3 Learning, Teaching & Assessment  3.2 Raising attainment & achievement  **Developing in Faith Theme 1**  Developing as a Community of Faith and Learning – A commitment to the integrated education and formation of the whole person. In close partnership with parents as the first educators of their children.  **HGIOURS Theme 2**  Our learning & teaching This includes the curriculum, the quality of learning experiences, the range of teaching approaches and access to high-quality resources for learning.  **Theme 3**  Our school & community This includes the facilities and environment for learning, availability of digital technology, the range of equipment for play and physical activity and ensuring everyone has good access to what’s available. It also includes having positive links between our school and our families and with partner organisations in our community. | |
| **Progress:**   * Staff assessed, identified and addressed gaps that are evident, including those that are a result of lockdown. (See Pupil Profiling) * Our school community, pupils, parents /cares & staff reviewed our curriculum rationale to identify the appropriate balance across the Broad General Education / ensure the embedding of play based pedagogy and ensure educational recovery for our pupils * Engage in a programme of CPD to upskill staff with Fife Council’s Promoting Playful Pedagogy Team. Staff members attending Teams meetings to share practice with colleagues. | | |
| **Impact:**  **Assess, identify and address any gaps that are evident**  **Most pupils were assessed using either PIPs, INCAS or SNSA’s in August / early September.**  **Percentage of pupils were identified as needing support highlighted in red**  P1 (12%), P1/2 (32%), P2 (28%), P3 (44%), P3/4 (41.7%), P4/5 (40%), P5/6 25%), P6 (20.7%), P7 (36.7%)   * All Primary 1 pupils were assessed using the PIPs   *Most pupils identified need support with phonics, reading and numerical calculations*   * All Primary 2 pupils were assessed using the PIPs baseline   *The majority pupils identified need support with phonics, reading and numerical calculations*   * All Primary 3 pupils were assessed using the INCAS   *Most pupils identified need support with writing, reading (spelling) and numerical calculations*   * All Primary 4 pupils were assessed using the SNSAs   *The majority of pupils identified need support with writing, reading (comprehension) and numerical calculations*   * All Primary 5 pupils were assessed using the INCAS   *Most pupils identified need support with reading and numerical calculations*   * All Primary 7 pupils were assessed using the SNSAs   *The majority of pupils identified need support with writing, reading (comprehension) and numerical calculations*  **Review our curriculum rationale to identify the appropriate balance across the Broad General Education / ensure the embedding of play-based pedagogy**  **Curriculum Rationale**   * All pupils (focus groups) / staff (activity on an Inservice) with a follow up during lock down / parents / carers (FORMS). Parents / carers were asked about how they felt about the school what they felt about our shared ethos from the outcome of pupil staff activities. They were asked what links the school had, the initiatives that the school pursued and the clubs / activated on offer. The schools curriculum rationale. * All Staff participated in discussion about how they envisaged the schools curriculum rationale during lockdown   <https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKadfHji0uxxHoP3gG8OQMz5UOVo5UFdINFZFU0IySkJGV0NYRkhTNlhYWi4u>  **Embedding of play-based pedagogy**   * Most children are engaging with play based activities appropriately in class and outdoors. * The minority of children struggle with too much choice in self directed play areas, and therefore do not always engage appropriately. Teacher initiated stations are often overlooked by the majority of children. * New play equipment means that all pupils are accessing outdoor learning on a regular basis. | | |
| **Next Steps:**  **Review our curriculum rationale to identify the appropriate balance across the Broad General Education / ensure the embedding of play-based pedagogy**   * More Structure in play for term 1 e.g. choosing chart or rainbow stations approach. Review this continuously throughout the year. * More play equipment and resources to complement the outdoor areas. Further develop play-based learning further up the school. * Develop staff awareness of how the play-based learning approach is taught. * Inform parents how play-based approach is used in the early years. | | |
| **Attainment of Children and Young People** | | |
| * We have very clear assessment stories on individual children which allows us to explain a child`s journey in school particularly when they are not achieving the levels desired. * CfE judgements were made based on a wide range of assessments including: PIPs, INCAS, SNSA, * From our data we can see the impact that Covid / lockdown has had on our pupils. * We have identified the need to support pupils writing and reading. Assessment stories of individual pupils highlight difficulties with spelling, phonics, oral reading and aspects of writing. SFL teacher / CT are currently addressing these issues. * The effect of Remote Learning has been that staff and pupils have had to upskill their IT skills. Next session we aim to develop a digital literacy culture. | | |
| **Evidence of significant wider achievements** | |
| * The school has developed a new Curriculum Rationale, that reflects where the school is currently at, and where it wants to be in the future * St Columba’s TV kept parents / carers / pupils aware of daily developments in our school community, before, during and after lockdown. * Pupils, parents & carers were given IT guides to be used during lockdown. * Children are offered many opportunities to contribute to the work and life of the school through Pupil Council / House Captains, assemblies and pupil focus groups. Pupils have hosted weekly virtual assemblies for all the school community. * House & Vice Captains have driven playground improvements including: playground lines, benches, canopies and class toys. * House Captains organised a competition 2 new House Banners for 2 new Houses. Worked in conjunction with Cupar Quilters. * Primary 7 pupils won the Rotary Quiz. * Reduce, Reuse and Recycle was promoted across the school, with the establishing of a *“new to you”* uniform policy, where old uniforms were recycled. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| |  |  | | --- | --- | | **Challenges** | **Successes** | | Reliability of GLOW as an online platform | Positive feedback on the delivery of lessons  Able to allow live learning and interactive feedback.  Commitment of staff to maintain and develop the scope of GLOW to serve the children at St Columba’s Primary | | Developing GLOW to allow a more interactive way to feedback to pupils | The PC have highlighted the feedback of teaching staff.  Feedback from focus groups / online FORMS highlighting the ability of staff to be flexible and deliver a more user-friendly feedback for children | | 15 - 18 pupils who required regular support in engaging on a regular basis |  | | Ensuring that themes were varied and engaging, focusing on the mental wellbeing of all | Online learning grids for whole family participation | | Verbal feedback to parents / carers | Staff engaged in a parents’ night for parents / carers during lock down | | Staff providing in school learning for identified children and at the same time provide online learning for their class | Staff adapted to a very difficult working and potentially stressful working environment, providing high quality lessons for both sets of children in their care. | | Pupil engagement and motivation at home | Staff engaged with families to relieve the stress and strains of online learning, through phone calls and practical changes on how online learning was delivered. | | Provision of teaching materials e.g. devices, jotters etc. | Devices were handed out, and jotters were able to be collected by families from St Columba’s church | | Making St Columba’s a visible entity in the community | Using St Columba’s TV to celebrate pupil successes. | | Adapting our Curriculum Rationale to reflect our community | Mrs Young PT successfully engaged with parents / carers in seeking their opinion on rewriting the School Rationale |   We carried out a survey into remote learning with our families on 26th January 2021. Feedback has been gathered from older pupils through weekly Teams meetings which then impacted on our ongoing planning in staff meetings. Feedback from staff has been gathered informally at each staff meeting and has been used to plan practical next steps to support.  **Pupil feedback**  <https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKdmKF4ve4idIjUnZaNwIVFVURVpIRjNEWEdRWkhJMTAyWllPUzFFRVRDWC4u>   |  |  |  | | --- | --- | --- | | **Classes** | **Most Popular Sites for Home learning** | **Things enjoyed most about Home earning** | | Primary 1 | GLOW, Teach your Monster to read, PE Joe Wickes & St Columba’s TV | *“Making & drawing robots”*  *“Playing teach your monster to read”*  *“I enjoyed being in the hub”* | | Primary 1/2 | GLOW, Teach your Monster to read & St Columba’s TV | *“Teach you monster to read”*  *“I enjoyed the worksheets”*  *“I liked the videos”* | | Primary 2 | GLOW, Teach your Monster to read, work packs & St Columba’s TV | *“I liked that I could do my work in the morning and finish early.”*  *“I liked doing activities with my family.”*  *“I liked all the special event days - Pancake day, Burns day.”* | | Primary 3 | GLOW, TEAMS, Teach your Monster to read, PE Joe Wickes & St Columba’s TV | *“I enjoyed Sumdog when we had the Fife competition.”*  *“I was able to see my mum while I was learning.”*  *“Chatting on Teams.”* | | Primary 3/4 | GLOW, One Notes, TEAMS, Teach your Monster to read & St Columba’s TV | *“I have enjoyed the French games and maths”*  *“I enjoyed the games. My mum and dad were not good teachers so I'm glad to be back in school.”*  *“Spanish and video calls with Ms Quirie”* | | Primary 4/5 | GLOW, TEAMS, St Columba’s TV & Active Maths | *“All of it!”*  *“Being at home with my family.”*  *“I have enjoyed the IDL task a lot during home - learning.”* | | Primary 5/6 | GLOW, One note, TEAMS, St Columba’s TV & PE with Joe Wickes | *“I liked having to do it by my self and the quietness”*  *“I like it so I can sit down and access all my work at once so I can do some tasks first before others so I can still fit in time for other things!”*  *“I could learn with my Family.”* | | Primary 6 | GLOW, St Columba’s TV, TEAMS, Active Maths & PE with Joe Wickes | *“I was more comfortable with doing school work at home.”*  *“Doing literacy, talking with friends and creating a powerpoint to share to the class.”*  *“Still being able to get in touch with people. And exploring more of the online learning side.”* | | Primary 7 | GLOW, St Columba’s TV, TEAMS, Active Maths & PE with Joe Wickes | *“I don't really like online learning.”*  *“Staying at home so I can see my dad every day”*  *“One thing I enjoyed about online learning was that I could show my parents what I am are learning.”* |   **Parents Feedback**  The Head of the PC, Mr Nick Kinnear, was part of a focus group with Mrs Anna Coggins (Balmullo PS HT) looking at QI 2.3 Learning Teaching and Assessment with a focus on online learning on February 15th 2021.  *Primary 7*  <https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKdmKF4ve4idIjUnZaNwIVFVUN05PSk05Mk1XOTZJWE9aUFdPSFA1T1BLUy4u>  *Primary 6*  <https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKdmKF4ve4idIjUnZaNwIVFVUMlpYUjFUMElUWDBDWEM5RUtaODJMWUlXOS4u>  *Primary 5/6*  <https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKdmKF4ve4idIjUnZaNwIVFVUNFlBRVNKR0UxOEVKSFhUWklIQ01WN0ZJTi4u>  *Primary 4/5*  <https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKdmKF4ve4idIjUnZaNwIVFVURDJWTk1UMk01QVExMzRRMEFRNFIyNjBUQy4u>  *Primary ¾*  <https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKdmKF4ve4idIjUnZaNwIVFVUMDlQVDFHNEdERzlFSE1WUlNPRVlLR0JSTy4u>  *Primary 3*  <https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKdmKF4ve4idIjUnZaNwIVFVUOUwwTEI3MzMzUFg3UUJaNzc2TTRPOTc4WC4u>  *Primary 2*  <https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKdmKF4ve4idIjUnZaNwIVFVUOTlTMElNQlI4RkU3RlpPS1dRU1NHV0IyRy4u>  *Primary ½*  <https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKdmKF4ve4idIjUnZaNwIVFVUQTBJSkdMSFAxNkEwVjMzVzlWTUdETko5Mi4u>  *Primary 1*  <https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKdmKF4ve4idIjUnZaNwIVFVUMlg3MVU1WUZSMzNESjczTVZCWjRTQ0RJQi4u>   |  |  |  | | --- | --- | --- | | **Classes** | **Most Popular Sites for Home learning** | **Things enjoyed most about Home earning** | | Primary 1 | GLOW, St Columba’s TV, SUMDOG, Teach your Monster to Read, PE with Joe Wicks | *“The variety and quantity is just right. My son loves getting personal feedback. “*  *“All of it. Is good to see how she is progressing.”* | | Primary 1/2 | GLOW, School site, One Note, St Columba’s TV, SUMDOG, TEAMS, PE with Joe Wicks, Teach your Monster to Read | |  | | --- | | *“Most is good but it’s been tough with our child but have spoken with her teacher “* |   *“Good feedback from the teachers.”* | | Primary 2 | GLOW, School site, One Note, SUMDOG, PE with Joe Wick, TEAMS, Teach your Monster to Read, Active Maths | *“My child likes numeracy but needs to improve his reading and writing skills. Likes to use Teach you monster to read and Sumdog, as well as craft and gym.”*  *“Unfortunately my kids doesn’t get engaged then for us is a bit of stress to be honest.”* | | Primary 3 | GLOW, St Columba’s TV, SUMDOG, PE with Joe Wicks, TEAMS, Teach your Monster to Read | *“Enjoying being able to give 1 to 1 support. We have enjoyed the grids where there have been choices over which items we do. Enjoyed sumdog.”*  *“One to one learning with my child. Getting the fed back from the teacher. Seeing how my child works and seeing the improvements in their learning.”* | | Primary 3/4 | GLOW, School site, One Note, St Columba’s TV, SUMDOG, TEAMS, PE with Joe Wicks | *“It’s lots of fun trying out new ways to make learning into games. Being able to link in with the teacher through email, video message, pictures and audio message.”*  *“xxxx and I love doing work on Sumdog but getting xxxx to do work on Glow is a nightmare”.* | | Primary 4/5 | GLOW, School site, One Note, SUMDOG, St Columba’s TV.  Active Maths | *“None we have such poor internet connection!”*  *“All, apart from not being able to see his friends.”* | | Primary 5/6 | GLOW, School site, One Note, SUMDOG, St Columba’s TV.  Active Maths | *“xxxx enjoys the tasks set and the feedback she gets from her teacher. She is very diligent and likes to get the work completed correctly and on time.”*  *“We like the structure of 3 daily tasks. Good variety but not too much.* *Great daily feedback and live lessons!”* | | Primary 6 | GLOW, School site, One Note, SUMDOG, St Columba’s TV. | *“I can see more of what my child is doing and more regularly through home learning. I'm sure he probably enjoys that it's not as long as a normal school day.”*  *“None of it . My child own words on line learning is not fun”* | | Primary 7 | GLOW, School site, One note, St Columba’s TV, TEAMS, PE with Joe Wicks | “*My child enjoys the weekly team meeting, the assembly and the chats with his friends and teacher”*  *“Xxxx struggles to motivate himself to get his online tasks done, so we are glad he is returning to school next week. However, the effort by the school to set up the work given to him during lockdown was much appreciated”* |   **Staff feedback**  Mr Robb, Mrs Janvier & Miss Rodwell, were part of a focus group with Mr Drew Murray (St Patricks PS HT) looking at QI 2.3 Learning Teaching and Assessment with a focus on online learning on February 16th February 2021.  <https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKdmKF4ve4idIjUnZaNwIVFVUN05PSk05Mk1XOTZJWE9aUFdPSFA1T1BLUy4u> | |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)** | |
| |  |  | | --- | --- | | Number of devices provided to support learning at home | 30 | | Additionality in staffing | 0.5 |   **Tracking pupils**   * We have an agreed tracking system in place and have tracked pupil engagement since week one. * We identified pupils who required extra support in the school (SFL, EAL, Vulnerable & SIMD 1 & 2 pupils). * Staff identified weekly engagement and shared this with the PT. For parents struggling the school was looking for children to engage in 1 activity per day. Staff would send weekly personalised messages to non-engaging pupils via email / phone calls. The PT would support parents /carers in helping with their child’s engagement. * Non engagement information is contained on a tracking sheet.  |  |  | | --- | --- | | **Challenges** | **Solutions** | | Multiple devices required for parents and children / Poor quality devices / no devices | School issued 30 devices to families. | | Parents / carers struggling to use devices | Paper copies / packs regularly delivered to families | | Parents / carers struggling to engage children | Encouraging phone calls, taking the pressure off families. Conversations offering families solutions how to build confidence to deliver lessons. Do what they can, when they can! | | Parents / carers family struggling | There were times where families were having “bad weeks”. By engaging in the school in conversation individual solutions were found | | Children moving around family members | Persistence from the school to track children down who were passed onto grandparents / moved country. |   **Impact of Additionality**  *Class teacher 0.5 Fte August – December A Whyte*  Following the BASE, INCAs, SNSA’s we identified that phonics, reading and writing were behind the expected levels. A Whyte was used to deliver NCCT and bespoke interventions to targeted groups in Primary 1 -4, for eight week blocks.  *Class teacher 0.2 Fte October – June T Graham*  Following the BASE, INCAs, SNSA’s we identified that phonics, reading and writing were behind the expected levels. T Graham was used to deliver NCCT and bespoke interventions to targeted groups in in Primary 5 - 7, for eight week blocks.  *PSA October – 0.1 Fte June H MacKie*  Used for intervention’s e.g. social skills, life skills and targeted 1:1 reading tuition & phonics work.  *PSA October – 0.02 Fte June A O’Regan*  Used to enhance provision at breakfast club, to provide a calm transition between home and school. 1:1 reading tuition & phonics work.  **Data to be sent by Scott Galloway** | |
| **Attainment Scotland Fund Evaluation (PEF)** | |
| **Progress:**  **INCAS bought for Primary 3-7**   * Alongside the PIPs (Primary 1) Base line follow up (Primary 2), the SNSA’s (Primary 4 & 7), the school bought in INCA’s for Primary 3 & 5. This has provided evidence about overall attainment. * Following the assessments consultation with staff took place to identify gaps in attainment. We were able to identify those that have not engaged during home learning. * Consultation with all staff, teaching and PSAs around children being able to bridge gaps in their learning took place. Areas of concern include phonics, reading, writing and numeracy. * A whole school licence for SUM Dog and Active Maths were purchased.   **PSA’s**   * PSAs were used to support the implementation and management of play-based pedagogy in the early years. * Used to support moving and handling, in supporting the physical needs of specific pupils. * Used to support the social & emotional needs of pupils. * Groups of learners were encouraged to regain their school mindset, revisited prior knowledge and learning began to take place again.   **SFL**   * Initially the SFL teacher led on the following initiative:   *Emotion Works*  *Circle Framework*  *Kit Bag / Nurture Groups*  *Pupil Profiling*  *Tracking & maintenance of contextual assessments in order to track progress*   * The SFL took part in professional learning sessions learning about the importance of creating clear rationale, aims and the best ways of collecting data to drive change. This learning was build on to support children in the classroom. * The SFL led all staff in curriculum development sessions to look at and match appropriate emotional wellbeing resources to meet the needs of their class. * Helped direct the implementation of additional staff being put in class to support individual children with identified needs. * Our SFL secured another post at Bell Baxter School, as a result the mentoring disappeared until we secured another candidate in March. | |
| **Impact:**  **INCAS bought for Primary 3-7**   * Individual results were assessed and next steps were identified, ensuring that decisions taken around the child’s learning were based on robust information. * Measuring the impact of identified resources for wellbeing (following lockdown) in whole classes is difficult to measure. Most teachers / parents / carers have noted a positive impact on the behaviours of children. * INCAS Attitudes:   Primary 5 Reading Maths School  % Positive about: 77% 65% 100%  Primary 7 Reading Maths School  % Positive about: 76% 76% 100%    **PSA’s**   * Groups were implemented to support pupils in relation to their anxiety. Pupils were able to refamiliarize them selves with their return to school and their own expectations. This led to better engagement.   **SFL**   * Ensured a shared approach, shared language & shared understanding of:   *Emotion Works*  *Circle Framework*  *Kit Bag / Nurture Groups*  *Pupil Profiling*  *Tracking & maintenance of contextual assessments in order to track progress*   * All classes are using Emotion Works * All classes have Emotion Works visuals & language * All class teachers using pupil profiles * All staff are aware of the importance of testing and supporting the child’s learning and understanding, allowing staff to challenge each child at an appropriate level.   (See page 8 for overall attainment) | |

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Raising attainment and achievement** | Good | Good | Good |  |

In the past 2 years the school community has experienced the added pressures of a pandemic / blended learning, which has had an impact on assessment and how we assess our selves across the school and cluster.

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  To Improve attainment for all in writing focusing on making learning visible through targeted feedback. | | | | | |
| **Focused Priority**: Implementing universal approaches to the delivery of literacy (specifically writing) across all classes in order to increase attainment by 8% in writing CfE levels by June 2022 | | | | | |
| **HGIOS4 Quality Indicators** | | | **Developing in Faith – Honouring Jesus Christ as the Way the Truth and the Light** | | |
| 2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising Attainment and Achievement | | | A commitment to the search for wisdom and light, and the pursuit of excellence, through the development of each person’s god given talents | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All children will experience high quality feedback to improve their writing  All children will be able to write extensively using different genre  Following an initial baseline assessment, children who are below where they are in their expected writing levels should have a targeted intervention  Create a writing policy including handwriting, presentation and writing overview for the academic year to ensure all genres are covered | Review current planned experience for all pupils in writing  Teachers to work together to plan, implement and assess writing across their classes  All teachers to complete a base line written assessment. Teachers to review progress in October    Visible learning party to review school literacy and presentation policies. | All staff / Impact Coaches  CT / EH / PSAs  All teachers  Visible Learning Group | | Initial Base line writing task from Primary 1 – 7, using the Scottish Writing Criterion to track levels of improvement.  All pupils to increase by at least 1 level on criterion scale.  Focus of Learning Partnership to be on writing and feedback  Moderation of feedback in writing impact cycles across school-peer visits  Focus for HT class visits x2  A writing / presentation policy creating a consistency across all classes | To be completed by end of August 2021.  To be achieved by the end of June 2022.  Six twilight training events organised for the school year. Staff to attend and implement in their practice.  Peer visits will be in line with school assessment calendar.  End of school year |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Improvement in children and young people’s health and wellbeing / Closing the attainment gap | | | | | |
| **Focused Priority:**  Promoting the Wellbeing of our school community | | | | | |
| **HGIOS4 Quality Indicators** | | | **Developing in Faith** | | |
| 2.4 – Personalised Support  3.1 - Improving wellbeing, equality & inclusion | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| **Emotion Works**   * Teachers to continue to use the Emotion Works Programme to develop a consistent approach to Relationships across St Columba’s Primary and support pupil wellbeing. * Consult parents, carers and pupils about how effectively we are meeting wellbeing needs. What are we doing well? What could be improved/developed further? * Develop positive behaviour and nurturing relationships by introducing a nurture group in the mornings run by SfL and PSAs where a small group of pupils can access a soft start to school and snack time/activities.   **Play Based Learning**   * Set up Teaching model across all Primary 1 classes * Set up classes with consideration of social, discovery and creative play. * Set up play areas across 2 classes to make an effective use of space * Develop observations. Include the Leuven’s scale & create a more efficient way to evaluate child engagement * Training for PSA’s to develop their questioning skills and observations so they can feedback with reflective panning. * Develop a system to efficiently track skills developed through play, and record this * Embed designated timetabled session to celebrate play and increase opportunities to reflect on skills and develop next steps | Review current planned experience for all pupils with Emotion Works.  EH & SM to organise Microsoft Forms survey  EH & PSAs to organise sessions  SMc and EF to develop classroom environment to facilitate PBL  SMc, EF & SM to develop an effective observation sheet to monitor and track play  Professional learning sessions to promote high quality questioning techniques (See Feedback above)  .  SMc, EF & SM to develop an effective observation sheet to monitor and track skills through play  SMc, EF & PSAs to develop an effective timetable to ensure PBL | **Emotion Works**  EH to ensure each class teacher has an Emotion works folder / posters  EH to arrange training on Emotion Works for new teaching staff and PSA staff members  EH will ask teachers to create a base line of assessment for all pupils in August 2021  Continue to link Emotion Works to Visible Learning through shared language of learning  EH to create and share a Forms with parents/carers and a feedback sheet for pupils to give their feedback on wellbeing needs. EH will then collate results, identify any areas of strength and improvement and share with staff.  EH and PSAs to develop the sensory/nurture room space into a welcoming, calm and nurturing room.  PSA Training**-** kitbag, Emotion Works and Solihull training to enable them to support pupils effectively.  EH will develop the general-purpose room at the front entrance of the school into a play classroom that can be timetabled for use by different classes from P3 upwards throughout the week. EH will make a list of resources that are needed for this and share a timetable with class teachers. | | * Teachers, pupils and parents see emotional health as important as general health * Staff, pupils and parents participating and supporting the Emotion Works Programme * Children have opportunities for their voice to be heard * All staff are aware of strengths and development needs in ensuring wellbeing of all pupils. Improved relationships between staff and pupils and all pupils. * Pupil wellbeing is improved. Behaviour of all pupils improves following time in the nurture room. * Attainment improves. * Social interactions and relationships between pupils **are** improved. * This room is accessed regularly by all classes at Primary 3 and above. | EH completed September 2021  EH will lead training in Nov INSET for all staff  Staff Development Group creating baseline pupil assessment. Pupils will complete before end of Term 1.  Ongoing throughout the academic year.  Survey to be completed before end of Term 1.  Term 2 results will be collated and a progressive plan to improve wellbeing put into place.  (This will be monitored through Termly Tracking Meetings)  Morning Nurture group will start in Term 2. Teachers to identify pupils who will benefit the most from this group by end of Term 1.  Termly monitoring of well being questionnaire for pupils  PSA Training will be completed on November In Service Day. |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy, Improvement in employability skills and sustained, positive school-leaver destinations for all young people. | | | | | |
| **Focused Priority**: Develop a shared understanding and implement a digital culture that ensures all children experience high quality digital learning and develop digital skills | | | | | |
| **HGIOS4 Quality Indicators** | | | **Developing in Faith – Developing as a community of faith and learning** | | |
| 2.3 Learning, teaching and assessment  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion  3.3 Increasing creativity and employability | | | Developing as a Community of Faith and Learning – A commitment to the integrated education and formation of the whole person. In close partnership with parents as the first educators of their children. | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| * Continue to use more online methods to access CPD to allow staff to have a greater confidence in using software and hardware in creative ways. * Regular Digital Literacy Development sessions * School planning to go online * Continue the use of technology in learning to ensure 1 day a week across all classes. * Maintain home learning online * Sustain and build upon skills developed during periods of remote learning for both children and staff * Use technology to moderate and share good practice with cluster schools * Existing software and hardware are used to their full potential to support learning. * Look at the Value of Active Maths | KR and HT staff attending professional development sessions.  Reinstate the Digital Leaders to help implement the progressive action plan.  Audit of digital skills for all staff / technology hardware & software.  KR, KJ, CR, EF created a communication channel.  Professional learning sessions where we promote software and hardware we have, discuss possible range of uses – internal and external.  Audit amount of time and devices used by learners in an average week.  Increased opportunities for classes to have technology by creating an iPad timetable.  Online research, KJ to communicate with Education Establishments to research innovative technologies.  Establish an agreed pathway / format for use of devices including reporting faults.  Increasing opportunities to use ICT in the classroom across the curriculum/ teachers incorporating websites or resources to aid planning. | KR & HT  KR & Working Party | | Audit of knowledge, skills and confidence of pupils and staff to create a base line. Review audit January 2022  CTs take lead in developing a working party to ensure relevant CPD / good practice is shared across the school during collegiate hours  CT to reinforce Internet safety key messages throughout the year  Parents / carers are actively engaged and aware of changes in digital literacy across the school e.g. class Teams page, school website & Twitter  **Outcomes for learners?** | First contact training list of opportunities for staff by end of Term 1.  A library of Oracle sessions and various CPD will be completed by 4th October 2021  Audit to be completed by the End of Term 1.  IPads to be updated and new apps to be added to aid learning.  Report of all audits by end of Term 2.  Active Maths audit to be completed by staff in Term 1. |
| **Ongoing Evaluation** | | | | | |
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